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ABSTRACT

The AID (Accepting Individual Differences) curriculum guide, the third in a series of five manuals that attempt to foster acceptance and respect for differences as exemplified by disabilities, presents activities on motor impairments for insructors' personal learning and lesson plans for teaching students in primary grades. Presented for instructors are information about motor impairment and suggestions for personal learning experiences through simulation activities, reading, observation, a conference with a teacher of motor impaired students, and use of resources. Activities for kindergarten through grade 3 students are presented in four lesson plans on the theme, "A person's looks are important only until you get to know him/her; after that, it's whether or not the person's nice that counts." The lesson plans, which incorporate use of the accompanying student workbook, "I Knew I Could Do It," typically are arranged by theme, specific objective, activity, materials, literature for students, a discussion guide, directions for presenting the activity (such as learning about wheelchairs), and directions for reading the story. Thirteen activities to be used with older students are based on books listed in the reference section. Questions students might ask are posed and answered. Listed in the reference section are approximately 13 books and pamphlets, a film, a record, and four sources of free materials. (MC)

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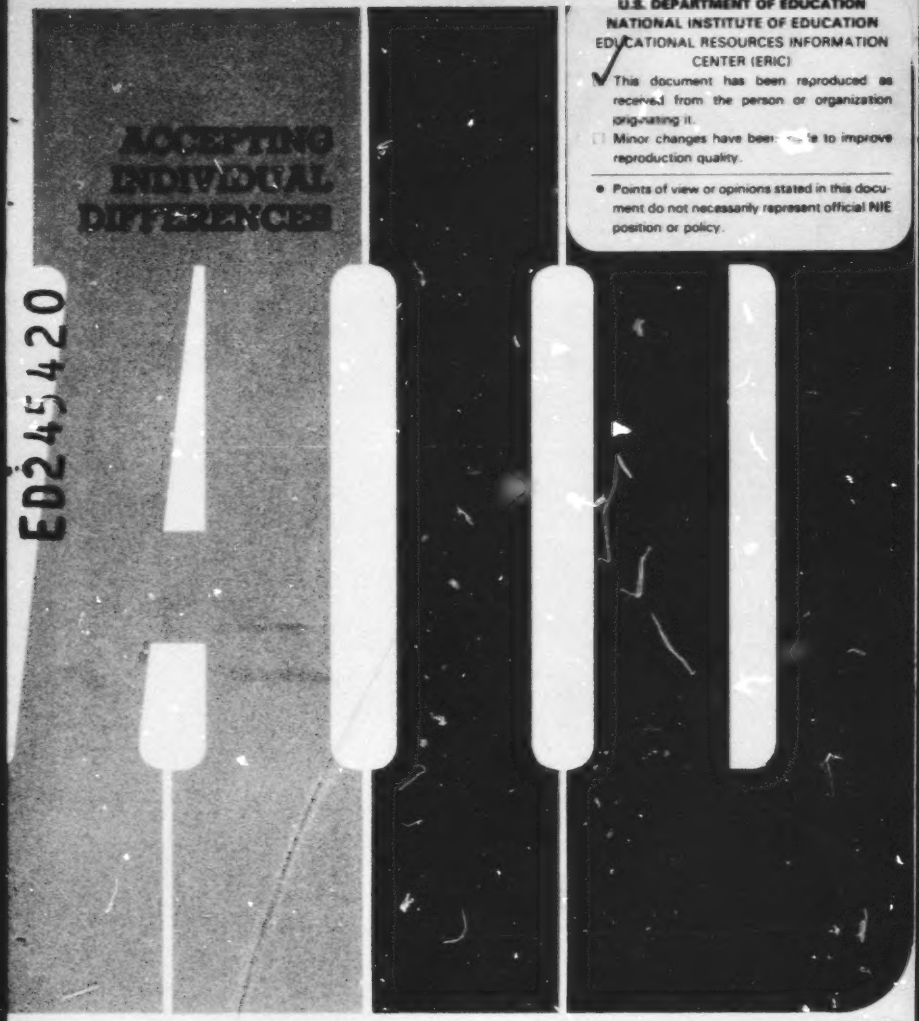

Motor Impairment

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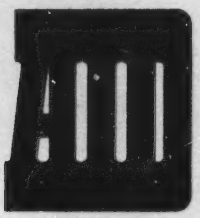

Motor Impairment

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Motor Impairment: Instructor Activities

BASIC INFORMATION ABOUT MOTOR IMPAIRMENT

Motor impairment may result from deformities or diseases of the spine, bones, joints, and muscles. Another major source of motor difficulty is neurological damage.

Cerebral palsy is the most common motor disorder, affecting approximately three to five out of every thousand school-aged children.* It is a condition caused by damage to the motor area of the brain, usually occurring before or at birth. There are three main types of cerebral palsy. The *spastic type*—the most common—produces stiff, difficult, inaccurate movements. The *athetoid* type causes involuntary, uncontrolled movements, particularly of the limbs. The *ataxic* type involves poor body balance and depth perception. Speech difficulties are common in children with cerebral palsy. Approximately half of all cerebral-palsied children have average or above-average intelligence.

Another relatively common disorder involving serious motor impairment is *spina bifida*, a condition in which the spine fails to close, causing differing degrees of paralysis of the legs. Congenital amputations are another source of severe motor problems in children, while accidents resulting in damage to the spine account for a high proportion of the paralysis found in adults.

A variety of treatments are used to ameliorate or overcome the severe motor problems described above. They include surgery, drug treatment, specialized exercises, and the use of body supports and protheses.

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*J. Seavers, *Cerebral Palsy — More Hope Than Ever*, Public Affairs Pamphlet No. 401 (New York: 1967).

LEARNING EXPERIENCES

1. Simulation

What does it feel like to be motor-impaired?

There is no way to easily and accurately reproduce the muscle-control difficulties of cerebral palsy, but the following exercises may approach it:

- Tie a heavy book securely to each of your forearms. Go about your normal home or work activities for thirty minutes. Note how tiring even the simplest acts become because of the extra effort needed to perform them.
- If you have access to a pair of ice-skates in your size, but have never skated or have not skated for years, try it. Notice your balance problems and awkwardness.
- Tie a heavy book securely to each of your legs. Go about your usual activities for thirty minutes. Note how difficult it becomes to walk, reach, and negotiate even a few steps.

2. Reading

What is it like to have a motor handicap? Read one of the following:

Killilea, M. *Karen*. Englewood Cliffs, N.J.: Prentice-Hall, 1952.

———. *With Love from Karen*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Wright, B. A. *Physical Disability: A Psychological Approach*. New York: Harper & Row, 1960.

3. Observation

How do motor-impaired students function?

Arrange to visit a class for students with motor handicaps. If your school does not have such a class, contact the special-education program of your school system or the local United Cerebral Palsy agency for help. Observe particularly:

- Special equipment and aids used by the students.
- Adaptations of materials to meet the students' special needs.
- Instructional techniques.

4. Conference

Make an appointment to meet briefly with the teacher of the students you observed. He or she may help you better understand what took place and may also be able to lend you one or two special aids for your pupils to examine. The teacher may also be able to suggest a motor-handicapped resource person to meet with your class.

5. Resources

For information and literature, write to:

The National Easter Seal Society
for Crippled Children and Adults
2023 West Ogden Ave.
Chicago, Ill. 60612

United Cerebral Palsy Associations, Inc.
66 E. 34th St.
New York, N.Y. 10016

For possible suggestions for a motor-impaired resource person, contact the United Cerebral Palsy agency in your area.

BASIC CONCEPTS

- A person's looks are important only until you get to know him or her. After that, it's whether or not the person's nice that counts.
- People with severe limitations in movement do, feel, and think many of the same things that anyone else does.

GOALS

- To minimize the fear and discomfort students experience in the presence of motor-impaired individuals because of differences in their appearance or movements.
- To increase students' awareness of the abilities of people with motor impairments.
- To facilitate positive interaction between students with and without motor handicaps.

Note: To allow greater flexibility, the Activities for More Advanced Students (pp.19–24) have not been organized into a series of discrete lessons. For general guidelines on using these activities, see pp. 9–10 in *AID: Overview*

LESSON 1

Theme — A person's looks are important only until you get to know him or her. After that, it's whether or not the person's nice that counts.

Specific Objective — To make students aware that physical appearance is only one aspect of a person.

Activity — Everybody's Fancy

Materials

Rogers, F. M. *Won't You Be My Neighbor?* New York: Columbia Records/CBS (CC24516), 1972.

or

Rogers, F. M. *Mister Rogers' Songbook*. New York: Random House, 1970.

Literature for Students

Stein, S. B. *About Handicaps: An Open Family Book for Parents and Children Together*. New York: Walker, 1974.

DISCUSSION GUIDE

Instructor Introduction

"Today we are going to talk about how people look. People are different in many ways. One way that people are different from each other is that they look different. Some people are tall, and some are short. Some are fat, and others are skinny. Some people wear eyeglasses, and some don't. Some have light skin, and some have dark skin.

"Sometimes when we first meet someone, we might think that person is too fat or too skinny, too old, or too tall; or maybe we think that person's nose is too big. We may think that person looks 'different.' But sometimes when we get to know the person, we find out that she or he is very nice. We get to like the person, and then we don't think that she or he is too fat, too tall, or too old anymore.

"Who knows someone you like very much, but who you thought looked different when you first met him or her?

Cues

- "When I was a little girl, I had a teacher who looked mean to me when I first saw her, but she turned out to be a very nice teacher."
- "When I was a little girl, there was an old woman who lived in my building, and I was a little afraid of her when I first met her. But she used to give my mother cookies for me, and she played games with me."
- "When I was young, a girl who was very heavy moved next door. I didn't think I would like her, but later on we became best friends."

Student Responses The students' responses will usually focus on the same characteristics cued in by the teacher (age, weight, unpleasant appearance).

Instructor "Sometimes people who look nice to us when we first meet them turn out to be very nice, and sometimes they don't. Sometimes people who don't look so pretty or nice when we first meet them turn out to be very nice, and sometimes they don't. What's really important about a person is not how he looks to you when you first meet him, but how he acts when you get to know him."

EVERYBODY'S FANCY

Instructor "How many students have watched the television program *Mister Rogers' Neighborhood*?

Student Responses Many of them will respond affirmatively.

Instructor "Mister Rogers has a song about how people look. It's called 'Everybody's Fancy.' Who knows this song?"

Student Responses A few students may know some of the words. If so, allow them to sing what they can of it.

Instructor "I'm going to play that song now."

Play a record of the song, play the music on the piano, or sing the first and last verses. Then ask:

"What does that song mean?"

Cue "What did Mister Rogers mean when he said that some are fancy on the outside and some are fancy on the inside?"

Student Responses The students may or may not grasp the idea.

Instructor "When he said some are fancy on the outside and some are fancy on the inside, he meant that some people look pretty or handsome—that's the outside—and some people are very nice, even if they're not pretty or handsome. That's what he meant by 'fancy on the inside.' Mister Rogers was saying that everyone can be a nice person that other people will like, even if he or she is not handsome or pretty.

Instructor "Let's learn to sing Mister Rogers' song."

Teach the words and music of the first verse. Have the students sing it with you. Do the same for the last verse, and then have the students sing both verses.

Concluding Statement "Sometimes when we first meet people, we don't like the way they look, but they could be people we'd like very much if we got to know them. We might find out that they're very nice."

STORY TIME

Read both the adult and student texts of the book *About Handicaps* in advance. Read the student text to the class while showing the photographs.* Encourage discussion and respond to students' questions or comments according to the guidelines given in the adult text of the book. Keep the book available for individual students to examine for the next few days.

*You may choose to read pp. 30, 31, and 33 selectively.

LESSON 2

Theme

A person's looks are important only until you get to know him or her. After that, it's whether or not the person's nice that counts.

Specific Objective

To lessen the negative impact of movement impairments on student judgments of disabled individuals by:

- Drawing attention to the abilities of disabled individuals.
- Familiarizing students with the supportive devices commonly used by individuals with motor impairments.
- Developing familiarity with common motor impairments.

Activity

What Are Crutches?

Materials

- *I Knew I Could Do It!* (the flip book that accompanies this guide, pp. 4 and 11.)
- A pair of small crutches. (It may be possible to borrow these from the medical office in your school. If not, they can be rented inexpensively from a medical-supply store.)

DISCUSSION GUIDE

Instructor Introduction

"Yesterday we talked about how people can be fancy on the outside and how they can be fancy on the inside. Who remembers what that meant?"

Student Responses

Allow several students to respond.

Instructor

"Yes. Some people are very nice, even though you may not have liked the way they look when you first meet them."

Introduction of Motor-Impairment Illustration

"Sometimes we don't like a person because he *looks* different and he *moves* differently. But after a while, we get used to the way this person looks and moves. If the person is nice, we like him or her."

Hold p. 11 of the flip book and say:

"Here is a picture of a little boy. Tell me about him."

Cues

- "How does he look?"
- "What does he have on his legs?"

Student Responses

- He looks nice.
- He has things on his legs.
- He can't walk well.

Instructor

"This little boy's name is Robert. He is five years old. But Robert can't walk the way most five-year-olds can. He needs help. The braces he wears on his legs help him.

"Who has a sister or brother who is five years old?"

Student Responses

Several students usually indicate that they do.

Instructor

"Tell us some of the things that your sister [brother] can do."

Student Responses

- Color.
- Play with toys.
- Ride a tricycle.
- Go to nursery school.

Follow the lead of the student responses and ask:

- "Do you think Robert can color?" (Yes.)
- "Do you think he can play with toys?" (Yes.)
- "Do you think he can ride a tricycle?" (No, but someday he may be able to.)
- "Do you think he can go to school?" (Yes.)

If the students leave out such major activities as going to school, talking, playing, or having friends, ask about them.

Summary Statement

"Robert cannot walk well, but he can do many other things."

Point to the braces in the photograph and ask:

"What do we call these things Robert is wearing on his legs?"

Student Responses One or more students may be able to call them *braces.*

Instructor "Yes. They are called *braces.* Robert's legs are very weak. The braces help his legs stay straight so that he can stand.

Hold up p. 4 of the flip book.

"Now look at this picture. Who knows what we call the thing this little girl is holding onto?"

Student Responses One or more of the students may be able to call the object a *walker.*

Instructor "Yes. That is called a *walker* because it helps people who have trouble walking. When this little girl holds onto it, she can walk."*

WHAT ARE CRUTCHES?

Instructor "I have something else here that some people who have trouble walking use to help them."

Hold up a small pair of crutches.

Instructor "Who knows what these are called?"

Student Responses Someone will usually be able to correctly identify the crutches.

Instructor "Yes. These are called *crutches.* What are they for?"

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*Some of your pupils may make a connection between the walker shown in the photographs and those used by many elderly people. Point out that this walker has wheels. The walkers commonly used by the elderly for walking outside are designed to aid balance and do not have wheels. They must be lifted before each step.

Student Responses

- You use them when you break your leg.
- They help you walk.

Instructor

"Yes. Crutches are used to help people walk, just as braces and walkers are. Sometimes they are used by people who hurt their legs or ankles, and sometimes they are used by people whose legs are too weak to move without help.

"Do you know anyone who had to use crutches after hurting his leg?"

Student Responses

The students may offer examples of relatives or neighbors who had to wear casts and use crutches.

Summary Statement

"There are many people who need help in walking, and there are many special things to help people walk. Sometimes when we're not used to seeing people using crutches, braces, or walkers, we may not like the way they look and be frightened. But when we get used to these things and know how they work, they don't seem strange to us anymore."

Now encourage the students to figure out how to use the crutches. Call on a few volunteers to demonstrate how they are used. Help them move one crutch at a time as the leg on the same side of the body moves forward, thus providing support for this leg. Allow time for all the students who want to try the crutches to do so.

Concluding Statement

"Some students have to work very hard to be able to walk, but they do work hard because they want to be able to do things other students do and play with them."

(If possible, keep the crutches in the room for a day or two so that pupils can use them in dramatic play.)

LESSON 3

Theme

A person's looks are important only until you get to know him or her. After that, it's whether or not the person is nice that counts.

Specific Objective

To lessen the negative impact of serious motor impairments on student judgments of disabled individuals by:

- Familiarizing students with the equipment used by individuals with serious motor impairments.
- Developing familiarity with serious motor impairments.

Activity

What Is a Wheelchair?

Materials

- *I Knew I Could Do It!* flip book, pp. 8, 12, and 13.
- A wheelchair. (It may be possible to borrow a wheelchair from the medical office in your school; if not, one can be rented inexpensively from a medical-supply store.)

Literature for Students

Fassler, J. *Howie Helps Himself.* Chicago: Albert Whitman, 1975.

DISCUSSION GUIDE

Instructor Introduction

Hold up p. 8 of the flip book and say:

"Yesterday we talked about children who need help in order to walk. Some wear braces and use walkers, but they can do many things. This is Molly. Molly loves to play with other children.

Hold up p. 12 of the flip book and say:

"Here is Molly with her friend Maria. What is Maria doing in this picture?"

Cues

- "What is she holding onto?"
- "What is she pushing?"
- "What kind of a chair is that?"

Student Responses
- A chair with big wheels.
- A wheelchair.

Instructor "Yes. Maria is holding onto a wheelchair and pushing it. She is practicing walking while giving her friend Molly a ride."

Hold up p. 13 of the flip book and ask:

"Tell me about Molly."

Cues
- "What does she look like?"
- "Why is she sitting in a wheelchair?"

Student Responses
- She's black.
- She can't walk.

Instructor "Molly cannot walk, even with the help of braces, a walker, or crutches. She goes places in her wheelchair. But she is happy because she has friends and because she is learning to get about in her wheelchair by herself. She has good times in school."

WHAT IS A WHEELCHAIR?

Instructor Introduction "How many students have ever seen a real wheelchair, not just a picture of one?"

Student Responses If any students respond affirmatively, give them an opportunity to tell you where they saw it.

Instructor "Today we are going to examine a real wheelchair."

Bring out a wheelchair and place it in front of the students. Ask them to tell you about the different parts (wheels, seat, arms, foot rests) and what they are for. Then ask:

"Who thinks he knows how a person sitting in the wheelchair can make it move?"

Select a volunteer to come up, sit in the wheelchair, and make it

move straight ahead. After one or two students have tried and succeeded, say:

"Suppose someone who uses a wheelchair wants to turn around. How would he do it?"

Call on a few volunteers to try to demonstrate turning.

Concluding Statement

"Some people have to use wheelchairs to get around because they can't walk. A wheelchair is just a big chair with wheels that helps people. It's not something strange or scary, it's something good. Now when you see someone using a wheelchair, you will know all about it.

(If possible, keep the wheelchair in the room for a few days so that the students may continue to examine it and use it in dramatic play.)

STORY TIME

Read the book *Howie Helps Himself*, about a little boy learning to move his own wheelchair.

LESSON 4

Theme

A person's looks are important only until you get to know him or her. After that, it's whether or not the person's nice that counts.

Specific Objectives

- To increase students' understanding of helpful behavior when interacting with others who have motor impairments.
- To increase their willingness to interact with other students who have motor impairments.

Activities

- Problem-solving.
- A Movement-Impaired Visitor.
- Doing Things Together.

Literature for Students

- *I Knew I Could Do It!* (the flip book that accompanies this guide)

PROBLEM-SOLVING

Instructor Introduction

Suppose a student who could walk only with braces and crutches was going to be in this class. Let's say the student's name is Maria. Let's talk about how we could do things so that Maria could work and play with us."

Present the following situations and ask the students for suggestions:*

Situation 1

"Suppose you were playing Catch-the-Ball, and Maria couldn't play this game. What could you do to include Maria in your game?"

Appropriate Student Response

Let Maria sit down while playing the game, and have everyone take turns going after any ball she misses.

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*These three situations should be modified to fit the activities of a particular class.

Situation 2	"Suppose Maria wanted to go on errands the way other students do. The teacher picked you and Maria to bring a note to another teacher. In what way might you be a good helper to Maria?"
Appropriate Student Responses	• Open the door for her. • Carry the note while we were walking to the other room.
Situation 3	"Suppose one day Maria wanted a game that you were using. She said to you, "Give me that game. I want it." What should you do?
Appropriate Student Response	Do the same thing I would do if any other student in the class acted like Maria: Tell Maria that I am using it now, and she will have to wait until I am finished (unless the two of them could use it together).

STORY TIME

Read *I Knew I Could Do It!* which shows cerebral-palsied children engaged in the same kind of activities that other children enjoy.

A MOVEMENT-IMPAIRED VISITOR

An adult who is motor-impaired can be invited to visit and talk to the class. The visitor can serve as a resource person on motor impairments, or he can serve as a resource person demonstrating a skill that is not affected by his impairment.

In the former case, he might bring special aids for persons with motor impairments. If he is in a wheelchair or on crutches, he might want to demonstrate how he manages to open doors and perform some other common motor tasks independently.

The alternative procedure is to have the individual demonstrate a skill that would be impressive for anyone, irrespective of his physical status.

Whichever alternative is chosen, the resource person should be someone who can communicate well, and who has obvious competencies.

DOING THINGS TOGETHER: DIRECT CONTACT WITH MOTOR-IMPAIRED STUDENTS

If there is a special class for motor-impaired students in the school, you and the teacher of this class should get together to explore the possibilities for expanded contact between your pupils. Initially, this might take the form of short visits by a few students from the special class for selected activities in the regular class. Take care to allow for individual differences in readiness for close physical contact. A particular student should not, for example, *be directed* to sit between two motor-impaired students. Take advantage of the readiness for interaction that does exist, and structure situations to encourage further interaction.

If motor-impaired pupils are integrated into regular classes, offer support and encouragement in situations that allow for natural interaction between the students.

ACTIVITIES FOR MORE ADVANCED STUDENTS

1. Make *I Knew I Could Do It* available for individual reading.

2. Explore how body movement occurs.

Investigate the interrelationship of the brain and muscles and what happens when this relationship is disturbed (as in cerebral palsy). You may want to refer to the following materials to help you in this activity:

Science and/or health-education curriculum guides and textbooks at the elementary-school level that examine the functioning of the muscular-skeletal system.

Seaver, J. *Cerebral Palsy — More Hope Than Ever*. Public Affairs Pamphlet No. 401. New York: 1967.

3. Discuss and simulate motor impairment.

The students can get some idea of what it feels like to have a serious motor impairment, as in a cerebral palsy, through the following activities:

Talk about the students' own difficulties in balancing the first time they tried to roller-skate or ice-skate. Relate this experience to the difficulty some people with cerebral palsy have in walking.

Talk with your pupils about how easy it is for them to pick up a pencil, paper clip, or a penny because their hands go to exactly the right place and grasp the object automatically. Have them experience some of the difficulty of this action for those with poor control over their hands by directing each student to pick up one tiny item from an array of such items while wearing thick mittens.* (The tray of items might include a very small bead, a small safety pin, a paper clip, and a dime.) After the students have participated in this activity, ask them what they had to do differently (they had to work much harder at it), and how it made them feel.

4. Make the book *About Handicaps* available for individual examination.

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*This simulation is based on an activity suggested in L. Ruderman, *Interpersonal Perception* (City University of New York, Competency Based Teacher Education Project, 1974).

Stein, S. B. *About Handicaps: An Open Family Book for Children and Parents Together*. New York: Walker, 1974.

This book contains both a student text and a supplementary adult text. Less mature readers can be directed to the student text. More advanced students may choose to read the adult text as well.

5. Study the equipment often used by cerebral-palsied individuals.

Borrow a pair of small crutches. (Some school medical offices have them, or the program for physically handicapped students in your school system may be able to lend you a pair for one day. If not, they can be rented from a medical-supply company.) Ask the students if they know anyone who uses or temporarily used crutches. Discuss how they help people walk. Allow the students to experiment with techniques of using the crutches.

You may want to show the flip-book photographs that show a child using a walker. Ask the students why and when a walker might be used instead of crutches. (A person can walk more quickly and smoothly using a walker.)

Some of your pupils may make a connection between the walker shown in the photographs and those used by many elderly people. Point out that this walker has wheels. The walkers commonly used by the elderly for walking outside are designed to aid balance and do not have wheels. They must be lifted before each step.

Braces can be briefly discussed in relation to the boy, Robert, shown in the flip book. They provide support for weak muscles, are individually designed and fitted, and can range from small shoe braces to full-length leg and body braces.

Borrow a wheelchair. (Wheelchairs can be rented very inexpensively from most drugstores for a day or week.) Have the students take turns sitting in it and trying to move it about. Ask different students to try to do the following while sitting in the wheelchair:

- Get through the classroom doorway.
- Manipulate the water faucets in the sink.
- Take a drink of water from the fountain in the room or hallway.
- Find a path from the classroom to the street that someone in a wheelchair could use independently.

The point of these activities is to demonstrate how architectural

barriers prevent the disabled from functioning independently in their environment. Ask the students how it felt to try to perform these activities in a wheelchair.

Fictional materials relevant for activity 5 are:

Little, J. *Mine for Keeps*. Boston: Little, Brown, 1962. *About a girl with cerebral palsy learning to function in integrated settings.*

Savitz, H. M. *On the Move*. New York: John Day, 1973. *About young-adult paraplegics who learn to lead full lives in spite of their disabilities. The story uses wheelchair basketball to depict this growth.*

6. Conduct a study of architectural barriers.

Study the entire school and the streets around it for structural design factors that would limit the mobility and independence of people in wheelchairs. Have the students formulate a set of questions, such as: Are the toilets accessible? Are the water fountains and sinks accessible? Is the playground accessible? What activities (if any) would a student in a wheelchair be prevented from joining because he couldn't get to another floor? Which building entrances are accessible?

Have the class tour the school and surrounding area to examine and rate it on accessibility, using a class-designed checklist or rating scale based on the preceding questions.

Ask the class to think of modifications to improve the accessibility of the school and surrounding areas. Some students might draw designs and blueprints for such architectural modifications.

Encourage interested students to investigate local and national laws related to architectural barriers. They might contact school officials, local government officials, and agencies for the physically disabled to request information on this subject.

Display a poster of the International Symbol of Access and discuss with the class what its display in public places implies. Ask your pupils to look for this symbol in public places in the community or in any area they visit and report to the class where it can be found.

A variety of free materials that may be useful in Activity 6 can be obtained from:

The National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Ave.
Chicago, Ill. 60612

National Center for a Barrier-Free Environment
8401 Connecticut Ave.
Washington, D.C. 20015

The President's Committee on Employment of the Handicapped
Washington, D.C. 20210.

7. Examine the booklet Services for Special Needs prepared by the Bell Telephone System.

This time concentrate on adaptations for the motor-impaired. (See p. 28 for complete reference.)

8. Put the book *Don't Feel Sorry for Paul* on display in the classroom library.

Wolf, B. *Don't Feel Sorry for Paul.* Philadelphia: Lippincott, 1974.

Allow a few days for interested pupils to examine it. After doing this, introduce the idea that some people need kinds of equipment other than wheelchairs and braces to help motor functioning. Because they were born with a part of their body missing, some people need to use prosthetic devices. Define a *prosthesis* as a substitute for a missing part of the body. Hold up the book *Don't Feel Sorry for Paul* and tell the class that you are going to read them the story of one such child because you want them to see that Paul, with the help of his prostheses, can do almost everything that other children can.

Because this book can be initially repelling to some students, allow them to select their own physical and psychological distance from this activity. (For example, some may choose to listen, but not look at the pictures.)

When you have finished reading the story, ask your pupils how they feel about Paul: Would they play with him? Does it bother them to look at Paul's hook? Does it bother them to look at his other hand, which is not like most people's? Encourage an open expression of feelings, without pressing anyone.

Ask your pupils if they know any grownups with prosthetic devices. If anyone does, ask him to tell the class about this person. If not, mention that many soldiers lost arms or legs in war, but with their prostheses, they now can do most of the things that other people do.

9. Show the film *Keep on Walking*.

Keep on Walking. White Plains, N.Y.: National Foundation — March of Dimes 1972.

Although this film was designed for adults, its length, clarity and positive orientation make it appropriate for use with more mature students. Moreover, it is an excellent film to show after Activity 8, because it deals with a boy with double-arm prostheses.

10. With some of your mature students, study how to modify common materials for students with motor impairments.

Pose two questions, such as those given below. Allow each student to select one question to explore. (The students may work in pairs or small groups.)

- How can clothes be designed to allow students with poor control over their hands to dress themselves? Encourage pupils to draw designs of their ideas and explain the principles behind them (use elastic in place of snaps or buttons on the waistbands of pants and skirts; use larger buttons when buttons are necessary; attach something easy to grasp onto the zipper pull).
- How could games be modified for those who have poor control of their hands? (Some possible suggestions: Anchor the game to the table so it doesn't shift about by placing a non-slip rubber mat under it, by placing a stable frame around it, or by weighing it down; replace small, lightweight, movable pieces with larger, heavier ones; replace one-dimensional boundaries with raised boundaries.) Professional references that may be helpful include:

Rosenberg, C. *Assistive Devices for the Handicapped*. Minneapolis, Minn.: American Rehabilitation Foundation, 1968.

Bare, C., E. Boettke, and N. Waggoner. *Self-Help Clothing for Handicapped Children*. Chicago: National Easter Seal Society, 1962. *(Also appropriate for students to examine.)*

11. Have your pupils read *They Wouldn't Quit*.

Divide the pupils into groups of two or three, and have each group read one of the twelve accounts of disabled persons in the book. Each group should report to the class on a particular achievement of the person in the account. Because some unusual disabilities are included in this book (being a woman in a man's field; being extremely heavy) the concept of *disability* as *deviance from the norm* can be explored.

Gelfand, R. and L. Patterson. *They Wouldn't Quit: Stories of Handicapped People*. Minneapolis, Minn.: Lerner Publishing Co., 1962.

12. Do some problem-solving with your pupils.

How should they act in selected situations involving motor-impaired individuals? One example is given below. (You can make up additional examples relevant to your pupils.)

"Suppose a student who walked with braces and crutches joined this class. How could you include her in physical activities in the yard or gym?"

She could play games or do exercises performed with the upper part of the body while seated on the floor. She could sometimes participate sitting on a chair or bench while the others stand, as in playing Catch-the-Ball. She could perform a specialized role, such as umpire and/or scorekeeper. She could perform one part of a required action with another student substituting for her in the other part: pitching, but not hitting or running in baseball; hitting the baseball, having another student run the bases for her.

13. Invite a person with a motor handicap to visit your class and talk to your pupils.

Contact a local agency for the physically handicapped to help locate an appropriate resource person. Sometimes a professional who is also motor-impaired may be able to visit. The resource person should be able to communicate comfortably about his and other peoples' impairments. He might be asked in advance to demonstrate how skillfully equipment and adapted materials may be used to maximize independence and to describe how able-bodied persons can more helpfully relate to the disabled in terms of their motor and social needs.

SOME QUESTIONS STUDENTS MAY ASK ABOUT MOTOR IMPAIRMENT

Q. Why can't he walk?

A: Most children who can't walk were born with something different about their bodies. They have to work much harder than other people to learn to walk or do other things with their bodies.

Q. Will he ever be able to walk?

A: Many children who were born with something different about their bodies do learn to walk. They may have to practice much longer than other people and do a lot of special exercises to strengthen their bodies, and they may have to wear braces, but some students like Robert learn to walk.

Q. Can I get like him?

A. Most children who can't walk are born that way. They were never able to walk.

A: Children who have trouble making their bodies move do *not* have a disease that you that you can catch. You *cannot* get that way by playing with someone who can't walk.

CURRICULUM MATERIALS AND REFERENCES

Books and Pamphlets

Bare, C., E. Boettke, and N. Waggoner. *Self-Help Clothing for Handicapped Children*. Chicago: National Easter Seal Society, 1962.

Fassler, J. *Howie Helps Himself*. Chicago: Albert Whitman, 1975. *(Juvenile.)*

Gelfand, R., and L. Patterson. *They Wouldn't Quit: Stories of Handicapped People*. Minneapolis, Minn.: Lerner Publishing Co., 1962. *(Juvenile.)*

Killilea, M. *Karen*. Englewood Cliffs, N.J.: Prentice-Hall, 1952.

———. *With Love from Karen*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Little, J., *Mine for Keeps*. Boston: Little, Brown, 1962. *(Juvenile.)*

Rogers, F. M. *Mister Rogers' Songbook*. New York: Random House, 1970.

Rosenberg, C. *Assistive Devices for the Handicapped*. Minneapolis, Minn.: American Rehabilitation Foundation, 1968.

Ruderman, L. *Interpersonal Perception*. City University of New York, Competency Based Teacher Education Project, 1974.

Savitz, H. M. *On the Move*. New York: John Day, 1973. *(Juvenile.)*

Seaver, J. *Cerebral Palsy—More Hope Than Ever*. Public Affairs Pamphlet No. 401. New York: 1967.

Stein, S. B. *About Handicaps: An Open Family Book for Parents and Children Together*. New York: Walker, 1974. *(Contains both child and adult texts.)*

Wolf, B. *Don't Feel Sorry for Paul*. Philadelphia: Lippincott, 1974. *(Juvenile.)*

Wright, B. A. *Physical Disability: A Psychological Approach*. New York: Harper & Row, 1960.

Film

Keep on Walking. White Plains, N.Y.: National Foundation—March of Dimes, 1972. *An eight-minute color film, rental is free.* (National Foundation—March of Dimes, Box 2000, White Plains, N.Y. 10602)

Record

Rogers, F. M. *Won't You Be My Neighbor?* New York: Columbia Records/CBS (CC24516), 1972.

Some of the items listed do not cover the disability *per se* but are used to heighten students' awareness of what it is like to be motor-impaired.

Free Material

National Center for a Barrier-Free Environment, 8401 Connecticut Ave., Washington, D.C. 20015. (Free single copies of literature showing various architectural barriers are available.)

National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, Ill. 60612. (Single copies of selected items are available free.)

President's Committee on Employment of the Handicapped, Washington, D.C. 20210. (A limited number of a variety of materials are available free.)

Services for Special Needs. Bell Telephone Co., 1974. *Describes special equipment and adaptations designed to enable handicapped people to use telephones.* (Residents of New York City write to New York Telephone Company, 10 Columbus Circle, Room 770, New York, N.Y. 10019. Outside New York City, contact your local Bell Telephone business office to request copies.)

I Knew I Could Do It

C162483

I Knew
I Could Do It!

reprinted by

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THE STATE EDUCATION DEPARTMENT
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This book was produced in cooperation with United Cerebral Palsy of New York City, Inc., Early Education Project, Berta Raphael, Director.

93-7805

It is easier for some people to make their bodies move
the way they want than it is for others.

1

These children need help to do some of the things that you do without even thinking. It's hard for them to make their bodies move the way yours does. They have cerebral palsy.

Cerebral palsy is not a disease like chicken pox or the flu.

4 You can't catch it from someone else. 39

Cerebral palsy is something a person is born with or gets when he or she is a baby.

People with cerebral palsy have trouble making their bodies do what they want because their brains don't send the right messages to their muscles.

Children with cerebral palsy have to learn step-by-step how to do many of the things you learned to do when you were much younger.

This is Molly. She is six years old, but she cannot do some of the things that other children her age can.

Molly's muscles are weak. She needs help to keep from falling out of her chair. Her teacher has put a belt around her. Now Molly won't fall.

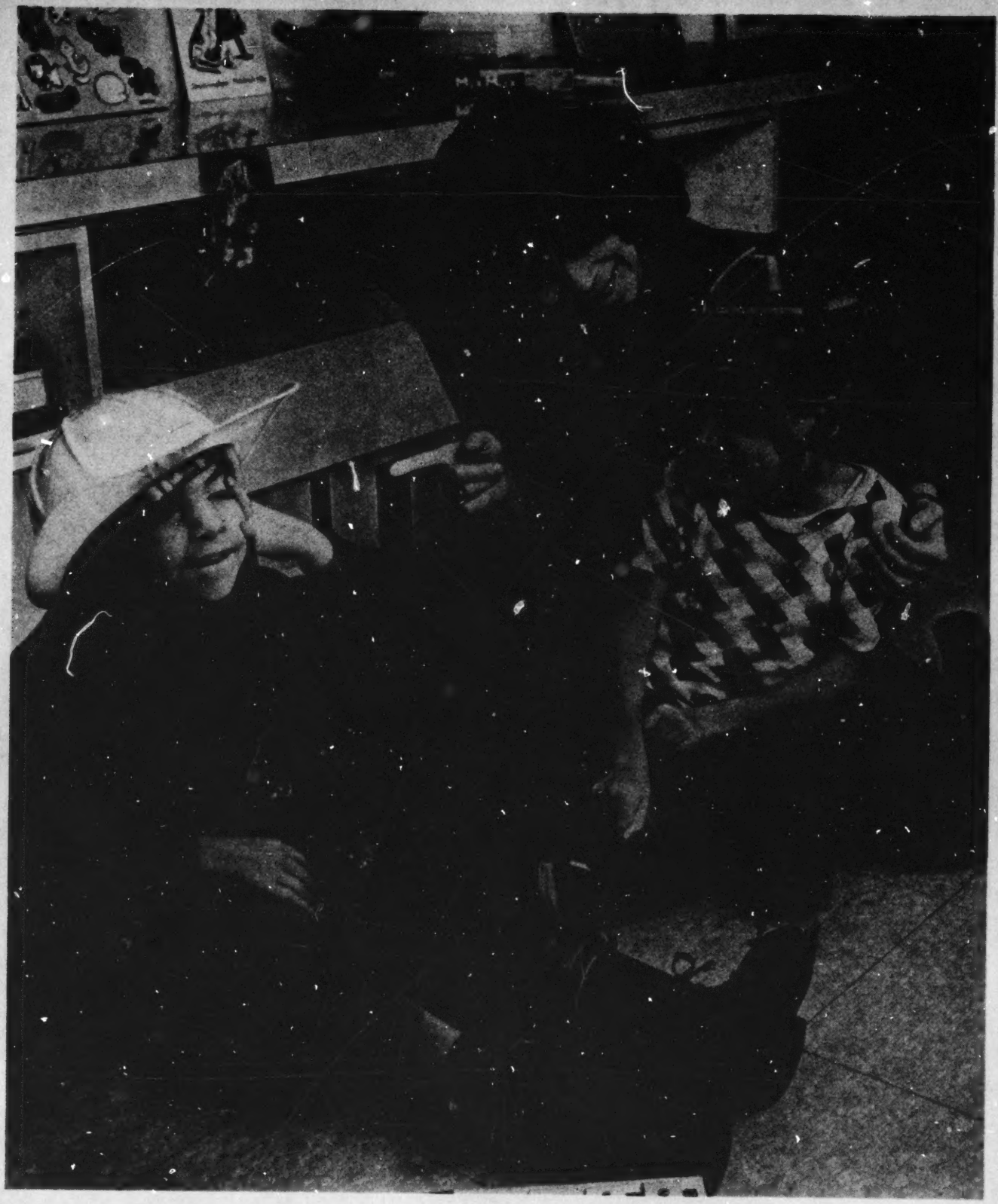
The teacher has put a table in front of Molly. She can work and play on this table.

Robert's legs are weak. He needs braces to help make his legs stronger. He has to practice walking the same way you have to practice skating or riding a bicycle.

Maria also has to practice walking. She gives Molly a ride while she practices.

Now Molly moves her wheelchair by herself.

Luis wears a helmet to protect his head. It looks like the kind that football players wear.



Maria puts on a firefighter's hat to keep him company.

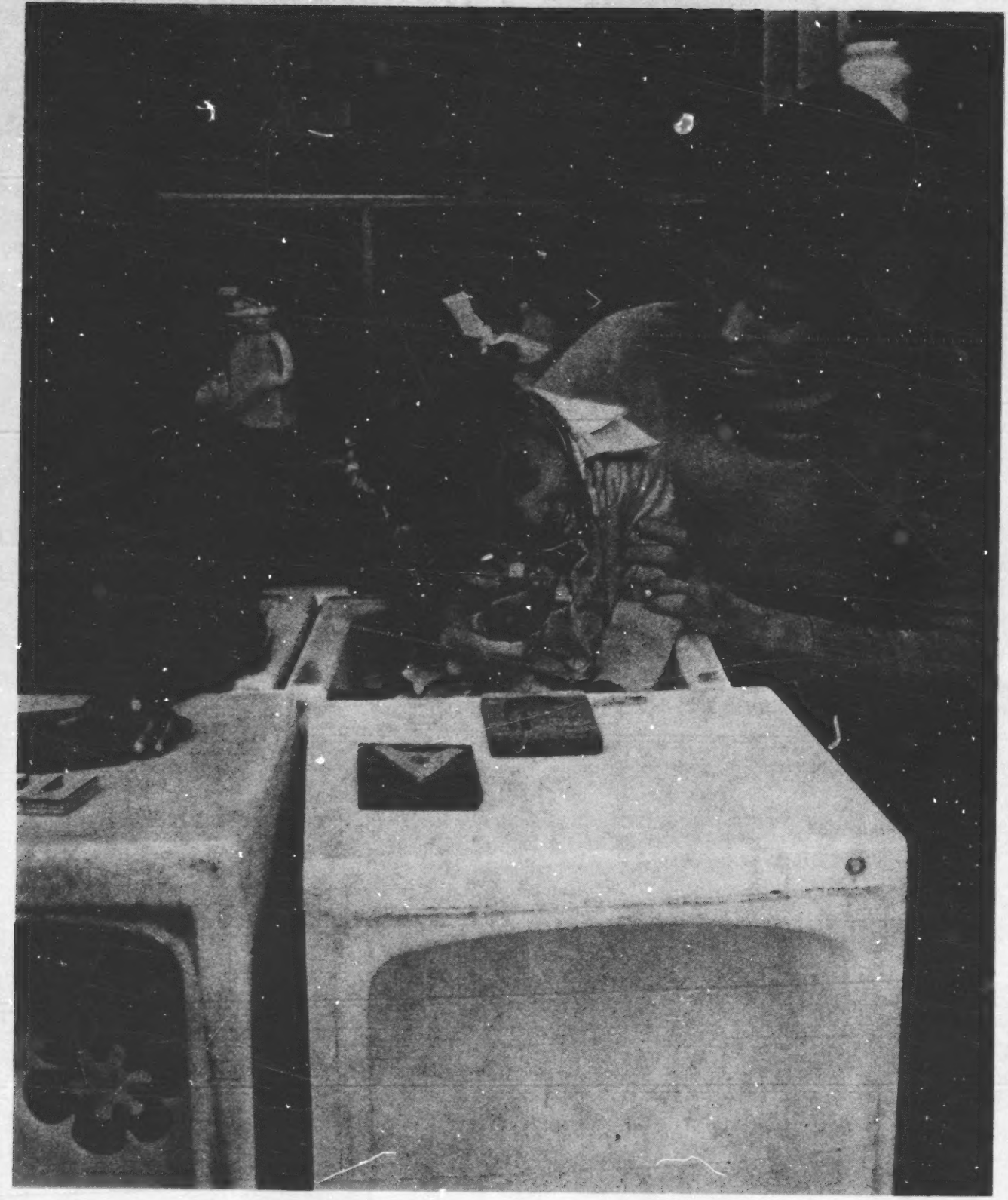
Jacqueline can't make her hands do all the things that yours can. She has to work very hard to pick up a spoon, or a shovel, or a doll. Jacqueline's shovel has a strap on it so she won't drop it.

All these children are working hard to learn to sit, walk, talk, and make their hands work better. 17

Jacqueline has cerebral palsy, too.

It's hard for Jacqueline to sit without help, but she can play and learn.

Even when Jacqueline is playing, she is working very hard. She works hard to make her hands go where she wants them to.



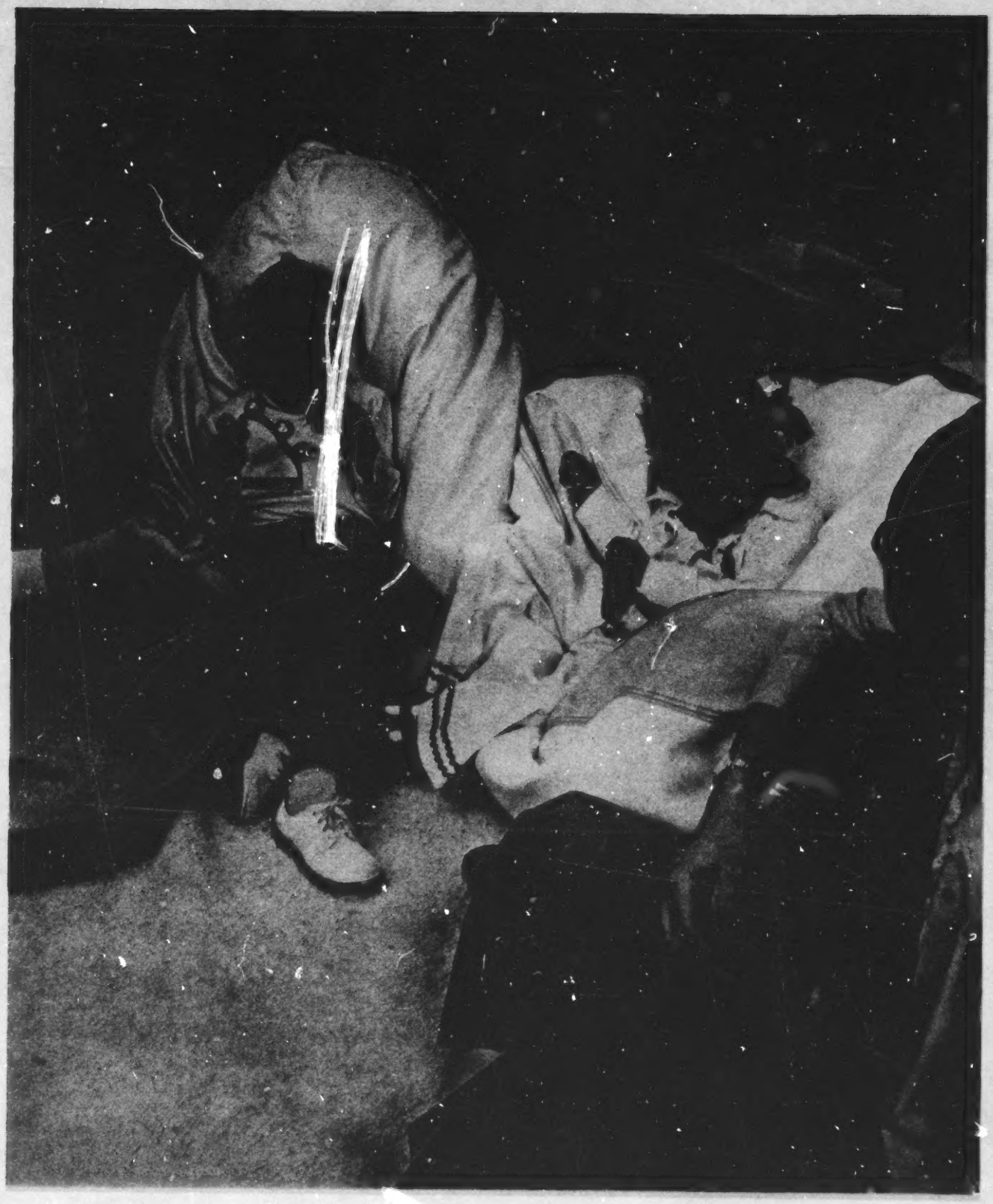
Jacqueline is learning to name the letters of the alphabet. As she does this, she is also learning how to make her hand muscles work better.

21

A special teacher helps the children in Jacqueline's class learn how to make their muscles work better. Jacqueline exercises every day in school and at home.

But it's not all hard work! Children with cerebral palsy have fun too.

24 Listening to music is fun.

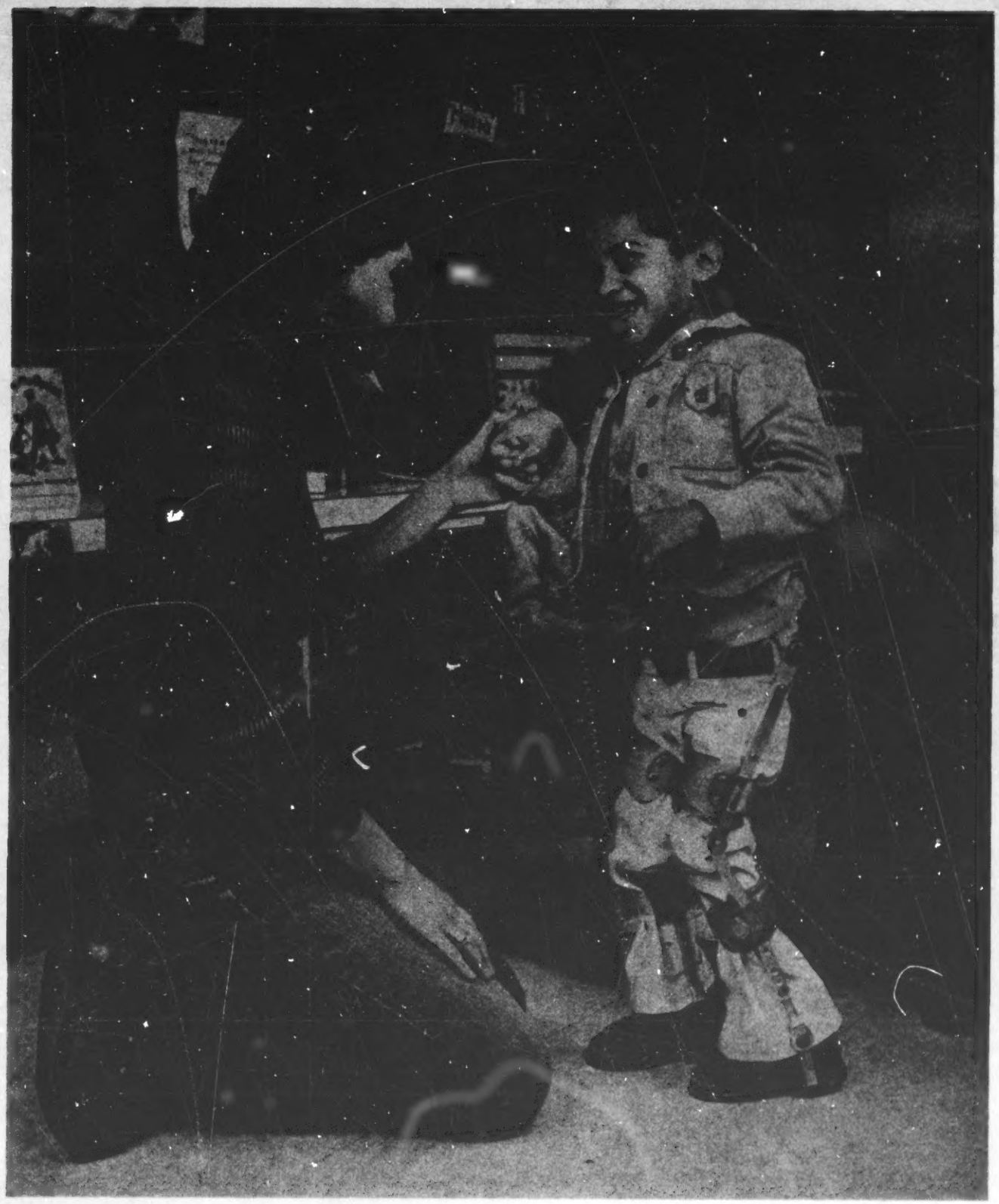


Making music is fun, too.

. . . or being with a grownup who likes you.

Cerebral-palsied children may not be able to do things as easily as you can . . .

. . . but they can learn, and they can have good times.



"I knew I could do it!" says Robert, as he walks to his teacher.